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ABSTRACT

Part of an eight-module, graduate level, competency-based curriculum to prepare specialists in vocational education curriculum, this module provides information, activities, and experiences to develop the abilities needed to plan and enact curriculum change. The module emphasizes change--the nature of changes in vocational education, the process of change, change agents, and the resources utilized in the process of curriculum change. A pretest and posttest precede the learning activities which are organized according to six major performance objectives. These objectives relate to basic kinds of change and their purposes; procedural steps for initiating, planning, implementing, and evaluating curriculum change; key change agents in the school, community, or state with influence for curriculum change in vocational education; human and material resources to be utilized in the process of curriculum change; participation in advisory and policymaking groups; and delegating responsibilities for planning, implementing, and evaluating curriculum change. (NJ)

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ED133559

CURRICULUM

for

GRADUATE PROGRAM

to Prepare

VOCATIONAL EDUCATION CURRICULUM SPECIALISTS

Preparing for Curriculum Change

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The content of this module was used as a part of a graduate course in Vocational Technical Education at Washington State University. The effectiveness of the curriculum material was evaluated on the basis of:

1. Performance data from pre and post tests and other evaluative techniques used in the course.
2. Use of a Curriculum Evaluation Questionnaire which was developed, administered and summarized by the third party evaluator, Northwest Regional Education Laboratory. This questionnaire provided a faculty and student rating of: individualization of the curriculum, choice of learning settings and quality of curriculum.

Revisions in final drafts utilized these evaluations.

COMPETENCY

THE VOCATIONAL EDUCATION CURRICULUM SPECIALIST WILL DEMONSTRATE THE ABILITY TO INITIATE, FACILITATE AND IMPLEMENT CURRICULUM CHANGE AND TO ASSIST THE CURRICULUM DEVELOPMENT TEAM IN THE CHANGE PROCESS.

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INTRODUCTION

Purpose

The purpose of this module is to develop the abilities needed to plan for and enact curriculum change. Curriculum change may involve revisions in the performance objectives, instructional procedures, or content of a single course; the addition or deletion of units of instruction of courses from a program, change in the length of training programs; development of completely new programs; change in the focus of the vocational program, or eliminating programs or courses.

Rationale

Curriculum development in vocational education is a continuous process of adjustment--adjustments needed to keep the program in alignment with the demands of the labor market, educational clientele, and changes within occupations. Continuous changes are also needed to insure that the most up-to-date knowledge and technological developments are being incorporated into the training.

It is well known that change will not be made by decree nor by merely providing new curriculum guides. The vocational curriculum specialist will assume leadership in formulating goals for curriculum planning and curriculum guides, but this alone will not lead to implementation of revisions or innovations. Curriculum specialists need to develop competencies which will enable them to be the designers and engineers of change. A thorough knowledge of the theory of change and the ability to apply that knowledge in a series of well timed, sequenced strategies are required for implementing change.

Assumptions

Certain generalizations about human behavior are accepted as basic premises of this module. These are:

1. people resist change; change may be threatening to one's feeling of self-worth and security
2. a person's active participation in planning for change is an important factor in one's acceptance of change
3. new knowledge, skills, attitudes, and/or abilities are needed to effect change.

In addition, it has been assumed that change in curriculum is change in instruction, and therefore the instructor is a key instrument in change. At the same time, it has been assumed that any major change requires the full support of administrators at all levels and of those who participate in the financial support of vocational education.

Overview

This module emphasizes change: the nature of changes in vocational education, the process of change, change agents, and the resources used in change. The content and the performance objectives are closely related to other major competencies needed by the vocational educator who desires to specialize in curriculum. Change is usually based upon an assessment of needs and both the initiation of change and management of the change process usually involves evaluation. Therefore, this module may be combined with those on Evaluating Needs Assessment Information and Preparing for Curriculum Evaluation in a graduate level course.

The implementation of change is dependent also upon those most directly involved in instruction. Communication with teachers, advisory groups, and instructors is essential. Renewal and updating of staff is also important.

The two aspects of curriculum change indicate its interrelationship to staff development and again, this module may be seen as a companion to the module on Promoting Professional Growth and Development of Instructional Staff for a course. Many of the learning activities provided in this module are field oriented. Simulations included in learning activities may be replaced by similar activities carried out in a field experience or internship.

Module Prerequisites

This module, like Preparing for Curriculum Evaluation and Promoting Professional Growth and Development of Instructional Staff, is dependent upon prior training at an advanced level in curriculum theory and curriculum development. It is highly recommended that the student complete Developing Curriculum: Goals, Objectives, and Instructional Plans before beginning this module. Organizing Instructional Strategies, Preparing Instructional Materials, and Evaluating Needs Assessment Information may also be considered as prerequisite.

PRETEST

Because of the nature of the curriculum change module, no formal pretest is offered. The material presented in the module is at an advanced level and the learning activities are unique. Therefore, it can be assumed that all students would benefit from their preparation.

The suggested approach to a pretest activity is for the professor to ask the students what type and how many experiences they have had with curriculum change. Since the value of many of the learning activities lies in the sharing of experiences, even students with considerable experience should be encouraged to participate in the module activities.

POSTTEST

This activity provides an opportunity to examine the entire process of curriculum change in a real situation.

Student Instructions

Plan a visit with a local school, technical institute, or other educational agency which has recently made a vocational curriculum change. Interview those involved in making the change and those who are responsible for implementing the change. Your general purpose is to identify the kind of change, the change agents, and the resources used in making the change.

Procedures to be followed are:

1. Make arrangements with appropriate administrators well in advance
2. Prior to the visit or visits, develop an interview schedule to be used as a guide in conferences with such persons as administrators, students, counselors, teachers, advisory committee members, and parents.

   Include such questions as:

   - What was the change?
   - What was the type of change?
   - What were basic social, economical, demographic, technological, or political reason(s) for change?
   - What was the purpose of the change?
   - Who suggested the change?
   - Who initiated the change?
   - Who worked on the change, and what were their roles? Who were the key change agents and what were their roles? (Explain why they were indeed the key change agents.)
   - How long did the entire change take? How long did each step in the process take?

- Who and/or what were the major obstacles in getting the change made?
- What materials and/or resources were used in the process?
- How well has the change been accepted?
- How will the curriculum change be evaluated?

3. Submit a written report based upon your interviews and observations.
   a. Describe the curriculum change indicating extent, kinds of change, and reason for change.
   b. Describe the processes used in initiating, planning, implementing, and evaluating the curriculum change.
   c. Identify the apparent key change agents and describe their roles. Identify the power structure in the school, community, and state which influenced the change. Describe their influence.
   d. Identify the material resources which were used to initiate, implement, and evaluate the curriculum change.

Evaluation Checklist for POSTTEST Activity

This checklist is a guide for evaluating the posttest activity. The checklist emphasizes the importance of comprehensive coverage of the curriculum change reported by the observer.

	YES	NO	PARTIALLY
Identified change			
Identified type of change			
Described purpose of change			
Identified source of change			
Identified persons involved and their roles			
Described material resources			
Described major obstacles			
Described degree of acceptance			
Described method(s) of evaluation			
Described power structure			

PERFORMANCE OBJECTIVE 1

Explain the basic kinds of changes which may be desired within a vocational education program and the purpose of various kinds of changes.

Learning Activity 1-a

Using the following references, outline the characteristics, purposes, plan, and components of curriculum change.

References:

Alfonso, Robert J.; Gerald R. Firth; and Richard Neville. Instructional Supervision: A Behavior System. Boston: Allyn and Bacon, 1975. pp. 161-181. (A discussion of change theory.)

Firth, Gerald R. and Kimpton, Richard D. The Curriculum Continuum in Perspective. Ithaca, IL: F. E. Peacock Inc., 1973. pp. 311-325. (Describes the characteristics, purpose, plan, and components of curriculum change and discusses the operations, interaction, procedures, means and supplies, location and services, and results of curriculum changes.)

Havelock, Ronald G. and Havelock, Mary C. Training for Change Agents. Ann Arbor, MI: The University of Michigan, 1973. pp. 7-38. (A review of contemporary knowledge of the change process.)

Learning Activity 1-b

Vocational Education Curriculum Specialists will have had experience with various curriculum changes. In a class session in which these changes are recalled, classify the changes by type and purpose. The attached transparency master may be used to assist in this exercise.

TRANSPARENCY MASTER

Learning Activity 1-b

VOCATIONAL EDUCATION CURRICULUM CHANGES

CHANGE	TYPE OF CHANGE	PURPOSE OF CHANGE
Example: increase business and office programs from one to two years	program expansion	increase students' skills to improve their opportunities for employment.

Learning Activity 1-c

Read references that relate to contemporary issues in vocational education and examine the sample worksheet. Using the blank worksheet provided, briefly identify the reference, the issue, and the implication for curriculum change. Any list of references will need to be updated each year. Examples are:

Herrick, Neal; Bartholomew, Susan; and Brandt, John. "Social Experimentation and the Changing World of Work," Developing the Nation's Work Force, Yearbook 5. (ed.) Merle E. Strong. Washington, DC: American Vocational Association, 1975.

Jennings, John F. "Emerging Issues in Vocational Education," AV Journal, (September 1975) 50: 29-32.

Leighbody, Gerald B. Vocational Education in America's Schools: Major Issues of the 1970's. Chicago, IL: American Technical Society, 1972. 12 chapters.

Theme issues of AV Journal, such as: "Facing Issues at Anaheim." (February, 1976) Vol 51; "Matching People with Jobs." (October, 1975) Vol 50; "The Mushrooming Vocational Curriculum." (October, 1973) Vol 48.

Example for Learning Activity 1-c

CONTEMPORARY ISSUES IN VOCATIONAL EDUCATION:
IMPLICATIONS FOR CURRICULUM CHANGE

Reference:

Dean, Thomas, C. "The Industrial Education Concept." American Vocational Journal, Vol 51. No 2, (February, 1976), pp. 75-78, 81.

Issue: the role and relationship of trade and industrial education and industrial arts.

Implication(s) for Curriculum Change. The article discussed the pros and cons of integrating industrial arts and trade and industrial education. As this dialogue concerning cooperation between industrial arts and trade and industrial education continues, many implications for curriculum change surface. For example, if trade and industrial education and industrial arts were both combined under an umbrella-like term "industrial education," the following curriculum changes would be possible:

1. combined teacher education programs,
2. a continuum of industrial education from junior high school through post-secondary technical schools,
3. elimination of the repetition of subject matter content, and
4. earlier specialization by students.

Worksheet Master: Learning Activity 1-c

CONTEMPORARY ISSUES IN VOCATIONAL EDUCATION:
IMPLICATIONS FOR CURRICULUM CHANGE

REFERENCE:

ISSUE:

IMPLICATION(S) FOR CURRICULUM CHANGE:

REFERENCE:

ISSUE:

IMPLICATION(S) FOR CURRICULUM CHANGE:

PERFORMANCE OBJECTIVE 2 ●●

Describe and diagram the procedural steps for initiating, planning, implementing, and evaluating a curriculum change.

Curriculum change demands a well designed plan. The exact procedure and the particular model to be used will depend upon both the type and the complexity of the change. A description of one model is presented following the directions for the two learning activities.

Learning Activity 2-a

Read: "Description of the Tentative Model for Curriculum Development and Evaluation." On the basis of students' prior knowledge of particular curriculum changes that have been made in a vocational education program, have each describe and diagram the procedural steps that were used to initiate, plan, implement, and evaluate the change. After these diagrams have been made, compare the procedure that was used with the model and:

1. identify the differences, and
2. explain the apparent reasons for the differences.

Reference:

Evans, Rupert N. "Description of the Tentative Model for Curriculum Development and Evaluation." Unpublished diagram developed by Rupert N. Evans, based on a model developed by Jacob Stern, University of Illinois, Urbana, IL.

Learning Activity 2-b

Using three (3) or four (4) of the student's descriptions and analyses that represent different types of change, provide an opportunity for a classroom discussion in which conclusions and generalizations regarding curriculum change procedure can be formulated.

DESCRIPTION OF THE TENTATIVE MODEL FOR CURRICULUM DEVELOPMENT AND EVALUATION

The following constitutes a description of the tentative model for program development and evaluation. Contained within the model are five sub-models dealing with program identification, program development, program implementation, program execution and program evaluation. This description is intended to be used as an aid in understanding the graphic description of the model on page 23.

SUB-MODEL FOR PROGRAM IDENTIFICATION - A

Compilation of Needs

Statements of need for possible programming emanate from various organized and unorganized groups within the community, district, or state. Such statements come in the form of expressed concerns for a specific educational program, as well as stated concerns with regard to problems that may in turn have implications for programming, i.e., needs of student clientele, employment shortages, lack of sufficiently trained personnel, etc. Resources that the education agency may look to in the interest of compiling needs include business and industry groups, labor unions, educators, representatives of such organizations as the employment service, other associations representing various professional and nonprofessional groups, influential parties and political leaders, potential and existing students and the general populous.

Credibility Test

All input obtained from community resources in the compilation of needs must be tested or analyzed in view of the following evaluative criteria to assess the credibility of each: of first importance is the number of sources expressing the need, mobility factors, nature of the technology or area of occupational or technical training, and an empirical check on the need. Resources the educational agency may draw on in performing the activity of the credibility test

include further discussion with the sources of the stated need, internal expertise, advisory groups, and other consultants. Having completed the credibility test, the curriculum planner should be in a position to determine whether to proceed with further development in terms of defining the need or, if insufficient information is available to establish the credibility, it may become necessary to recycle to the compilation of needs and in turn the source of need for further information and substantiation.

Needs Definition

After expressed needs have been processed through the credibility test, it is necessary to determine program implications of the stated needs on the basis of a careful analysis of each. Resources that can be brought to bear in carrying out this activity include internal expertise, advisory committee groups and consultants. In further defining the need, it is important that one consider evaluative criteria such as the degree of agreement between various organizations or individuals expressing similar needs and the specificity of their responses as it relates to training, or a description of desired performance capabilities.

After completing the definition of the need, the curriculum planner again is in the position of going ahead to the identification of the possible program, or in the event that insufficient information is available, it may be an indication that one must recycle to the point of again assessing the credibility of the need or in turn, returning to the source of the need for further information.

Identification of Possible Programs

Assuming that the curriculum planner is able to define the need in terms that give rise to a possible program for an educational institution, it is then possible to develop a tentative proposal for a program area giving particular attention to the inputs in terms of students and resources, and the outputs in terms of training capability. Resources the curriculum planner may draw on include internal resources, consultants, established programs and the sources of need.

In developing this tentative program proposal, the curriculum planner must be constantly aware of the need for a complete and accurate specification of the product entering and the product leaving the training program.

Having completed the identification of a possible program and the development of a program proposal the curriculum planner is in the position of moving ahead to the feasibility test, or in the event that adequate information is not available to carry out the development of a possible program, it may be necessary to recycle to the point of further defining the need or in turn, reverting back to previous steps within the model.

Feasibility Test

A prepared program proposal must now be subjected to a series of feasibility questions that are important in giving direction to the curriculum planner regarding further development of the program. The feasibility questions that will serve as evaluative criteria are as follows:

a. Is the given program compatible with the philosophy of the educational agency? Does the program foster the development of comprehensive occupational and technical offerings? The spectrum of program offerings at the educational agency should be consistent with the spectrum of manpower demands in the local, regional and state labor markets.

b. Does the educational agency have available, or can they obtain financial resources, classrooms, laboratories, and equipment to carry out this program? Lack of these elements would probably impair the establishment and execution of a given program.

c. Is there a legitimate need for trained manpower in this occupation now and in the immediate future? This need should be documented in terms of the local, district, regional area, and the state.

d. What are other educational agencies in the community, the region, or the state doing to supply employable people for satisfying this given need?

If the need for manpower is being adequately satisfied by some other agency, the educational agency should not duplicate these efforts and produce an oversupply of trained manpower.

e. Would the given industrial organization, labor organization or other similar organizations lend their support to this new program? The educational agency cannot operate an effective occupational program without the support and cooperation of the business, industry or labor organization for which the people are trained.

f. Is it possible for the educational agency to employ a qualified instructional staff for execution of the instructional programs? Is it possible to be financially competitive with the related business or industry in attracting qualified personnel? For some highly specialized programs employment of qualified instructional personnel may be impossible.

g. Is there a student interest in the local area for this type of program or can it be generated?

h. After completion of this program, could a graduate be placed in a position of adequate remuneration? A school probably cannot justify an educational program to prepare people for extremely low paying positions.

Some of the resources the curriculum planner can draw upon in looking at these feasibility questions include the local administration, the local board, consultants, faculty, and expressed statements of need from existing and potential students.

Having subjected the possible program to these feasibility questions, the curriculum planner is now in the position of having successfully identified a program for further curriculum development. In the event that adequate information was not available to measure satisfactorily the feasibility questions,

it may be necessary to recycle to previous steps within the program identification model. In the event that the program is judged as being acceptable and one having priority for further program development, it may also be held for a period of time because of certain variables such as the lack of facilities or finances.

SUB-MODEL FOR PROGRAM DEVELOPEMENT - B

Having now successfully identified a program for development, it is necessary for the curriculum planner to move into a systematic process for the development of an educational program.

Definition of Clientele and Content

Beginning the development of any identification area of programming necessitates further definition of the clientele for the educational program with specification as to the types of individuals -- intelligence, characteristics, aptitudes, or other such definitive characteristics that may be of assistance in aiding the program to meet specific training needs. In addition, it is important that a clear definition of the content for the program be formulated. In both of these activities resources can be utilized to the extent of consultants, faculty advisory committees and other research data.

Identification of General to Specific Objectives

Assuming a clear definition of the clientele in terms of unique characteristics and a definition of content in terms of a task analysis, the curriculum planner should now be in a position to identify objectives on a continuum from general to specific.

The Development of a Tentative Curriculum Format

The development of a tentative curriculum format involves the description of total credits necessary for completion of the program, the duration of the program, and general requirements of the program.

Course Identification

Having developed a tentative curriculum format, it is now necessary for the curriculum planner to identify specific courses as a result from the grouping of specific objectives, and to fit each course into the curriculum format.

Development of Specific Course Objectives

Having identified individual courses as they relate to specific and general objectives, the curriculum planner is now in a position to develop specific course objectives in an effort to show their relationship to program objectives. Resources should be brought to bear in the development of these objectives in terms of possible consultants, faculty, and advisory committees.

Identification of Instructional Staff Competencies Needed

Having completed the identification of instructional objectives and a complete definition of the clientele and content, it is now possible to identify the types of instructional staff competencies needed for the best possible match of instructor to course.

Having completed the identification of instructional staff competencies needed, the curriculum planner is now in a position of having completed the development of a program, and in a position to move on to finalizing the curriculum format, or in the event that insufficient information is available to develop sufficient course objectives, it may be necessary to recycle to the point of course identification or previous steps within the developmental process.

SUB-MODEL FOR PROGRAM IMPLEMENTATION - C

Finalizing Curriculum Format

Having completed the developmental process for a program, the curriculum planner is now in a position to finalize the curriculum format in terms of specific courses, credits allotted for each course, time spent in lab, shop and/or in cooperative work experience, individual projects and other similar type considerations. Having completed the finalization of the curriculum format,

the curriculum planner is in the position to move on to further implementation of the program, or in the event that inadequate information is available for certain aspects of the development of the format, it may be necessary to recycle to the point of course identification or other previous steps within the developmental process.

Securing Instructional Staff, Development of Instructional Facility, Initiate Student Recruitment

Having finalized the curriculum format, the concern of the curriculum planner must now be that of securing instructional staff, the ordering of necessary equipment and materials for instruction, and the development of instructional materials as well as initiating a coordinated plan for student recruitment in cooperation with other members of the college staff. Another aspect of concern here must be the updating of student advisers and counselors with regard to the new program to be offered. These activities should occur somewhat concurrently.

Further Development of Courses and Instructional Materials

Having initiated the previous activities, it now becomes possible to work with instructional staff, if available, on the development of each individual course within the curriculum in more specific form with regard to units of instruction and instructional materials. Having completed this step, the development process is now at the point of having a program ready for execution.

SUB-MODEL FOR PROGRAM EXECUTION - D

Program execution is the initial act of starting the course upon successful completion of all previous activities as a necessary input to insure successful program execution.

SUB-MODEL FOR PROGRAM EVALUATION - E

Evaluation of Student Achievement with Regard to Specific Course Objectives

An important input in the evaluation process is the comparison of student

achievement with specific course objectives as a measure to provide information relative to student success in learning tasks prescribed for performance within a certain occupation.

Compare Student Success on the Job with Program Objectives

The data gathered through follow-up studies regarding the student success on the job in comparison to stated program objectives is another important input in looking at the success of the program from the standpoint of the consumer.

The process model as described facilitates an ongoing evaluation if the curriculum planner continues to measure already developed programs against data gathered in all steps of the development process.

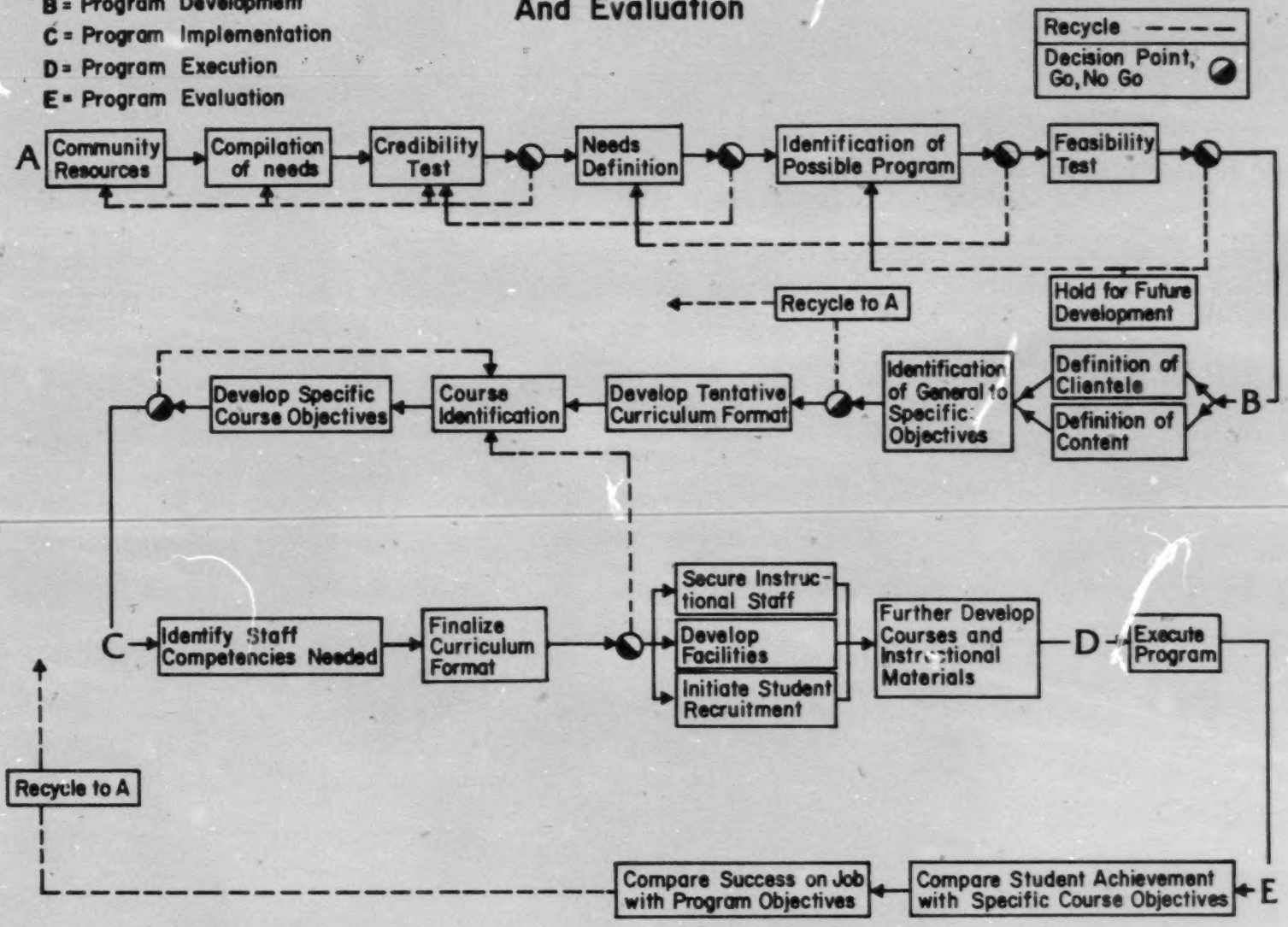
In view of this, it is recommended at this point that the curriculum planner again recycle to the point of looking at stated needs and move on through the developmental process to the point of program implementation in an effort to uncover new information that might be important in the revision of the program now established.

Data gathered in this process should enable the curriculum planner to make decisions relative to continued course offerings, scheduling, types of students, performance requirements from the consumer point of view, and other such concerns important in determining whether a program will move on or be terminated or revised.

Evans, Rupert N. "Description of the Tentative Model for Curriculum Development and Evaluation." Unpublished diagram developed by Rupert N. Evans, based on a model developed by Jacob Stern, University of Illinois, Urbana, IL.

A = Program Identification
B = Program Development
C = Program Implementation
D = Program Execution
E = Program Evaluation

Model for Curriculum Development And Evaluation



PERFORMANCE OBJECTIVE 3 ●●●

Identify the key "change agents" and describe the power structure within a school, community, or state which can influence vocational curriculum change.

In order to achieve the performance objective stated above, the Vocational Education Curriculum Specialist needs a clear understanding of the concept of change agents and the inherent advantages and disadvantages of using the concept of change agents, (or the "elite" or a "power structure") in bringing about curriculum change. The four (4) learning activities in this section should help to:

a. define the concept of "change agent," elite, and power structure,

b. analyze the advantages and disadvantages, within a democracy, of using our knowledge of change agents to bring about curriculum change, and

c. identify change agents in vocational education.

Learning Activity 3-a

Read from the following references, the discussions of "change agents" and power structure. From your readings, write a brief answer to each of these questions:

1. How is "change agent" and/or "power structure" defined?
2. In what way might "change agents" be misused?
3. Can the use of change agents be justified in a democratic society?

References:

Alfonso, Robert J.; Firth, Gerald R.; and Neville, Richard. Instructional Supervision: A Behavior System. Boston: Allyn and Bacon, 1975. pp. 133-137, 181-195.

Culver, Carmen M.; Sherman, David; and Lieberman, Ann. The Power to Change: Issues for the Innovative Educator. New York: McGraw Hill, 1970. pp. 73-97.

Havelock, Ronald G., and Havelock, Mary C. Training for Change Agents. Ann Arbor, MI: The University of Michigan, 1973. pp. 59-65, 141-155.

Learning Activity 3-b

In Occasional Paper No. 2, Conceptual Strategies for Utilizing Research and Development Products in Education, The Ohio Center for Vocational Technical Education, Egon Guba discusses the concept of using the elite in the process of change. A copy of this discussion follows. Read the discussion to get a clear picture of this concept. Write a short reaction to the concept of "elite" based upon your current theory of curriculum change and democracy. Indicate whether the Bhola concept is different from the concept of change agents. If so, how?

Reference:

Guba, Egon G. "A Diffusion Mechanism for The Center for Vocational Education." Conceptual Strategies for Utilizing Research and Development Products in Education. Occasional Paper No. 2. Columbus, OH: Ohio State University, Center for Vocational and Technical Education, 1974. pp. 13-22.

Excerpts from "Conceptual Strategies for Utilizing
Research and Development Products in Education"
by Egon G. Guba

Recently I had the opportunity to study a paper prepared by Bhola which proposed that change process could best be understood as a phenomenon of affiliation by elite groups.[1] As Bhola himself points out,

> Any use of the word elite raises in some minds the image of a world run by the boss with the help of his lackeys resulting, inevitably, in the enslavement of societies. Elitism is associated with totalitarianism of the Left, or fascism of the Right. The elite have always been part of any organized social life and always will be. The more worthwhile issues seem to be those of elite values, elite pluralism for cultural options, elite recruitment, and elite rewards . . .[2]

To paraphrase Bhola, he contends that the concept of elitism does not intrinsically carry connotations of good or evil, and whether or not any particular form of elitism should be branded as evil depends entirely on its content and the means used to establish it. Thus, we should for the moment constrain our natural tendency to reject any notion of an elite and should instead investigate the power of the concept for understanding our situation.

Generally speaking, Bhola defines an elite as any group having three characteristics: a system of ideas that they have invented or subscribed to; an active commitment to their chosen ideology; and the ability to institutionalize, to actualize, and to perpetuate their ideologies and the institutional products of those ideologies. I submit that Center for Vocational Technical Education qualifies as an elite under that definition very well indeed.

Bhola defines a number of subclasses of an elite as follows. There

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[1] Harbans S. Bhola, "The Dynamic Change - A Process and Annexation by The Elite," paper prepared for an Indiana University Seminar on Educational Change. ("Planned Educational Change--Issues and Directions"), Indiana University, Fall, 1971.

[2] Ibid., p. 13

is, first of all, the absolute elite, the core group whose influence predominates and who are, in general, the sources of the concepts and ideas that motivate the group and give it a raison d'etre. A second class of elite is the authorized elite, a group "exercising power on behalf of someone else or some group for the purpose of achieving results determined or desired by them."[3] Finally, there is the instrumental elite, "who become the instruments of the absolute and authorized elite for . . .annexation and maintenance of what has been annexed."[4] I believe that the situation encompassed by these definitions fits tolerably well Center for Vocational Technical Education's situation. The Center for Vocational Technical Education group is itself the absolute elite, the middleman group that its diffusion campaign is directed toward is the authorized elite, while the more ultimate audience, i.e., the teachers, constitutes the instrumental elite.

Bhola then connects up the concept of elitism with the concept of change through the following observation:

> Change is conquest and annexation, both in war and peace. All change is born in ideas and thus with the absolute elite. These elite, to multiply their resources, co-opt an authorized elite, and subsequently, an instrumental elite. . . The contending elite, if there are any, work to make their conquests and annexations, organize their parties, recruit their armies. Contending elite groups fight wars both with munitions and words of propoganda to annex people to their respective system of ideas. The same process. . .affiliation repeats itself in all sizes of systems. . .[5]

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[3] Bhola quotes this definition from Adolf A. Berle, Power, (New York: Harcourt, Brace and World Inc., 1967), p. 95.

[4] Bhola, op.cit. p. 19.

[5] Harbans S. Bhola, "The Dynamic Change - A Process and Annexation by The Elite," paper prepared for an Indiana University Seminar on Educational Change. ("Planned Educational Change--Issues and Directions"), Indiana University, Fall, 1971.

Bhola points out that this system of affiliation or annexation does not necessarily work to the detriment of the lower level elites or the man in the street. Annexation, he suggests, is often "an invitation to rewards--economic, social, and of power." Indeed, one may assert that individuals often willingly affiliate themselves with an elite in order to make themselves eligible to receive the fruits of membership. What is crucial again is the motivation of the various levels of elite. If, as in the case of Center for Vocational Technical Education, we may assume an absolute elite tied to other levels by a code of professional conduct which all sides take seriously, and if we may assume that an element of this professional code is to improve the condition of the ultimate consumer--the vocational-technical student--we have no intrinsic basis for rejecting the idea of elitism. What we should do is to see what utility the concept has for aiding us in our task, which is, I remind you, to devise a diffusion strategy for Center for Vocational Technical Education.

Let me assume for the moment, then, that a suitable diffusion strategy for Center for Vocational Technical Education might be devised by exploring what might be meant by the notion of enlistment or affiliation of an authorized elite. Let me again call your attention to the fact that such an authorized elite already exists as the result of earlier federal interventions for very parallel purposes, that is, to devise and maintain an effective system of vocational-technical education in the United States. What might Center for Vocational Technical Education do to recruit that ready-made authorized elite and persuade them to work with Center for Vocational Technical Education in distributing its products nationally? What inducements might be offered for cooperation?

The process of affiliation or enlistment is essentially a matter of negotiation between two parties. In this case Center for Vocational Technical Education has a "product line" which it wishes to have distributed nationally

through an existing group of agencies or individuals who might be persuaded to act as authorized distributors (I think there is an elegant parallelism between the phrase "authorized distributor" and the phrase "authorized elite"). I propose that in this negotiation some nine elements are at stake: reputation, enfranchisement, quid pro quo, territoriality, surety, warranty, local option, socialization-training, and assistance. Let me discuss each in turn.

1. Reputation. We have pointed out that one of the essential elements in establishing an elite is that there exists some central set of concepts or ideas. The process of affiliating an authorized elite is the process of persuading them of the validity or utility of this conceptual set. Instrumental elite may be recruited for baser rewards such as money or power, but authorized elite must believe in the essential soundness of what they are asked to support. If Center for Vocational Technical Education seeks to enlist an authorized elite to distribute its products, it must first convince that elite of the soundness of its products and of the concepts and principles that underlie them. The reputation and integrity of Center for Vocational Technical Education are at stake. Moreover, the distributor's must be convinced that the products will work to the satisfaction of the ultimate user, for there is no profit in a dissatisfied customer. In sum, the potential dealer must be satisfied that the product which Center for Vocational Technical Education proposes that he distribute is a good product that will produce reasonable customer satisfaction.

2. Enfranchisement. The distributor as part of a set of authorized elite must have some tangible symbol of his affiliation, that is, he must be "officially" authorized to distribute the products of Center for Vocational Technical Education, and he must be granted certain powers or privileges as a result of that official status. The business world calls a similar granting

of authority a franchise, and I propose that Center for Vocational Technical Education grant franchises to its authorized elite. After all, to be an "authorized Buick dealer" carries a great deal more prestige than simply to be an automobile dealer. Enfranchisement indicates a degree of formal affiliation with Center for Vocational Technical Education and hence commitment to it.

3. Quid pro quo. We have commented on the fact that individuals may seek affiliation with an elite because of the rewards that spring from affiliation--status, power, financial rewards, or other prerequisites. The quid pro quo is the sine qua non of the formal authorized relationship. In the case of the franchise of industry, the quid pro quo is profit; in the case of Center for Vocational Technical Eduction it may mean enhanced professional prestige, enhanced position of leadership, and even an enhanced sense of doing good. Note that it is the authorized elite that must reap the quid pro quo; Center for Vocational Technical Education must be alert to the nature of the rewards that must be involved and must contrive to offer them to the authorized elite.

4. Territoriality. An important aspect of the franchise is that it confers exclusive privilege within a specified region. The concept of territoriality is an important psychological feature of all life, as we have recently come to know, and it is doubly so in the case of a risk-taking distributor. He needs to have assurance that he operates within a protected sphere; while he may need to face competition from other firms he ought not have to fight off competitors distributing the same product as he. Thus the authorized elite need to be selected carefully on a territorial criterion to assure that each has a reasonable sphere of protected influence.

5. Surety. What is meant by the concept of surety is essentially fail-safe participation on the part of the authorized elite. The dictionary

defines surety as "a pledge or promise made to secure against loss, damage, or default." The risk of failure, that is, must be transferred to someone else, in this case, the absolute elite or Center for Vocational Technical Education, while the opportunity to share in the rewards remains. While the distributor may gain from the adoption of the product which he distributes, he cannot assume responsibility for its ultimate validity or utility. It is up to the parent company, i.e., Center for Vocational Technical Education, to have carried out the research or evaluation needed to establish the product's validity or utility; it is ultimately Center for Vocational Technical Education that stands behind the product and not the distributor. When a motor car company must recall thousands of cars of some model in order to remedy some built-in defect, it is the manufacturer and not the dealer who bears the cost. Similarly Center for Vocational Technical Education must offer its authorized elite an indemnity against failure.

6. Warranty. The concept of indemnification extends not only to the dealer but also to the consumers with whom he must deal. The dealer must be in a position to offer warranties to his customers, not against the kind of massive failure just discussed, but against the minor breakdowns and problems that almost always occur when a new product is put into use. Even under the most controlled conditions products are not exactly similar, and defects do occur. Center for Vocational Technical Education must be ready to stand behind its product when this happens; it must extend a warranty through the dealer to the ultimate consumer. From the dealer's point of view this is a further kind of risk-sharing.

7. Local option. It is unlikely that any of the products that Center for Vocational Technical Education produces can be used by a consumer exactly as they come off the assembly line. Almost always, adaptation must precede adoption; i.e., the product must be adjusted to fit local conditions, personnel,

purposes, and the like. Thus Center for Vocational Technical Education's products must be devised in ways that will permit the local consumer to make his desired adaptations. Moreover, it is unlikely that a single version of a product will fit local needs and interests exactly. Every product ought to have optional features that can be added to or subtracted from a basic product, in the same way that automobile manufacturers produce a basic (sometimes called "stripped") automobile to which the local purchaser can add a variety of power and comfort options. It is necessary for Center for Vocational Technical Education to engage in consumer sampling activities to determine the best mix of options to facilitate local adaptation and to be responsive to local option needs and desires. The results of such consumer sampling can first and foremost determine the nature of the baseline product to be produced (we commonly call this process responding to needs, problems, and opportunities) but can then provide the additional information needed to permit local options to be exercised.

8. Socialization-training. If one expects a dealer system to operate effectively and efficiently, the personnel of that system must be both socialized and trained. The socialization process consists in familiarizing the dealer personnel with the nature of the several product lines to be handled, helping them to understand the concepts and principles on which they operate, and learning about the parent company's propositional posture, that is, their basic values and concerns. When you walk into a Ford showroom, for example, you expect to feel the Ford "aura" and you expect to find salesmen familiar with the products to be sold, their advantages, and their uses.

But sales is only part of the process; service is equally important (indeed, a dealer's reputation for service, or lack of it, may be more determinative of his sales than any other single factor). The slogan,

"We Service What We Sell" has a great significance, particularly with so complex a product as those which Center for Vocational Technical Education produces. Moreover, the service element may consist not only of repairing defects and breakdowns but of installing the product and training local personnel in its use. Center for Vocational Technical Education must offer its dealer network some "factory training" as it were, so that the service function can be discharged smoothly and efficiently.

9. Assistance. The company as a whole has a great deal more experience than any of its dealer subsystems. It is in the interest of both the parent company and the dealer for the parent company routinely to provide certain kinds of operational assistance to its local outlets. It is not inconceivable that the local dealer will require some help to raise the capital he needs to set up shop; the parent company can help him to arrange it and to guarantee it. A variety of local operations will be necessary to keep the dealership functioning--stock control, invoicing, accounting, budgeting, staffing, and the like. Again the parent company can help by suggesting certain routines for carrying out these functions and helping the dealer to install them. The parent company can also carry out efficiency inspections from time to time, helping the dealer to identify problems and suggesting ways of dealing with them.

There is a further kind of assistance that the dealer needs in relating to his potential consumers. The consumers must become aware of the product and appreciate its potential utility to them, i.e., a market must be created. The parent company can carry out the analog of a nationwide advertising campaign; it has resources and outlets to do so which are typically not within the grasp of the local dealer. Furthermore, the dealer requires a variety of promotional literature that he can place into the hands of potential consumers once an initial contact is made. This promotional literature is in effect a surrogate dealer that remains with the customer as a continuing reminder and as a means

of answering questions that occur to the customer when the dealer is not present.

* * * * *

If the analysis that I have been making is useful, we should be able to project from it a series of characteristics which should typify Center for Vocational Technical Education if its diffusion program is to be successful. Thus it is clear that a first requisite is a good product line on which a solid reputation must be based. Center for Vocational Technical Education must offer its dealers a system of territorially protected franchises that provide suitable quid pro quos. Dealers must be given indemnification against failure and against consumer complaints. Center for Vocational Technical Education must produce a product that can be adapted by the customer to his own needs and interests. Center for Vocational Technical Education must provide various kinds of operational assistance to the dealers and above all must provide for training of dealer personnel. The question then is, "If these are the conditions, what mechanisms must exist within Center for Vocational Technical Education to make possible a proper response to them?"

Learning Activity 3-c

Discuss findings from the readings and the papers in Learning Activities 3-a and 3-b with one or more graduate students. This may be a class setting with the professor or one member of the group serving as moderator. In the discussion, develop statements of generalization, or conclusion, regarding change agents which can be defended and are useful to those working toward curriculum change.

Learning Activity 3-d

This activity is directed toward providing practice in identifying and using the concepts of change agents (or elite or key persons in the power structure).

Directions

Using personal experience as a base, each member should complete the following two grids. The first relates to a comprehensive high school; the second to a post-secondary vocational school or community college. Across the top are potential change agents in the curriculum process. Listed in the left column are functions of curriculum change. Mark an "X" in the square of three (3) change agents who would be most likely to play a significant role regarding each function. After the grids have been completed, students should be divided into smaller groups of four (4) or five (5) who would discuss and compare the grids. It will probably be discovered that more than three persons will carry out various responsibilities. The three selected as most likely by each student will be affected by the student's experience. This group activity would allow each person to share the experiences of

others and the end result should be a better understanding of the concept of change agents in vocational education.

POST SECONDARY VOCATIONAL SCHOOL/COMMUNITY COLLEGE

	Board of Education	Dean/Director	SBVE Voc. State Supervisor	Counselors	Vocational Teacher(s)	Advisory Committee	Vocational Students	Vocational Graduates	Employees/Unions Trade Groups	State Employment Center/ Department of Labor	Vocational Teacher Educator	Vocational Profes-sional Associations	Curriculum Committee (Institutional)
Fund a New Vocational Program													
Develop Voc. Budget (all Programs)													
Determine Student Interest in Voc. Ed.													
Recruit Students													
Select Students													
Obtain Materials and Equipment													
Obtain Supplies													
Develop Overall Vocational Goals													
Develop Individual Voc. Program Objective													
Assign Space													
Evaluate Vocational Programs													
Conduct a Vocational Needs Assessment													
Schedule Teachers													
Develop Voc. Public Relations Program													
Determine Credits/Units for Voc. Programs													
Examine Employment Regulations													
Obtain Approval for a New Program													

COMPREHENSIVE HIGH SCHOOL

	School Board	Principal/Superintendent	Voc. City Supervisor/ Voc. Dept. Chairman	SBVE/Voc. State Supv.	Counselors	Vocational Teacher(s)	Advisory Committee	Vocational Students	Vocational Graduates	Employees/Union/ Trade Groups	Vocational Professional Organization	State Employment Center/ Department of Labor	Vocational Teacher Educator	Audiovisual Staff
Develop Vocational Budget (all programs)														
Funding a New Vocational Program														
Recruiting a New Teacher														
Determining Student Interest in Voc. Ed.														
Assessing Employment Outlook														
Recruiting Students														
Selecting Students														
Obtaining Materials and Equipment														
Developing Visual Aids														
Obtaining Space for New Program														
Developing Overall Vocational Goals														
Developing Individual Voc. Program Objective														
Evaluating Vocational Programs														
Conducting A Vocational Needs Assessment														
Scheduling Students														
Developing a Voc. Public Relations Program														
Determining Credits/Units for Voc. Programs														
Examining Labor Regulations														
Scheduling Vocational Teachers														

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PERFORMANCE OBJECTIVE 4 ●●●●

Identify human and material resources which can be utilized to initiate, implement, or evaluate a curriculum change.

The first part of the learning activity that follows is an independent activity. The students are to call upon their experience in vocational education.

Learning Activity 4-a

Using your personal experience related to a vocational education curriculum change, complete the following chart. List in the appropriate column (see example) the human and material resources that could be utilized in initiating, implementing, and evaluating curriculum change.

After individual charts have been completed, a class discussion, and comparison of charts follows. After the discussion, the students are to expand their charts to include the appropriate resources which have been suggested by others.

Optional

Make an overhead transparency of the chart. As a class activity fill in the chart. The students are to:

1. identify the resources
2. determine appropriate positions on the chart
3. explain the uses of the resources.

An alternative approach to this independent study would be for the professor to provide one or more case situations for analysis. Situations such as the following could be used. Each of these would need to be developed in detail to give the students sufficient information to complete

the assignment.

Special possible case situations are:

1. the addition of a distributive education cooperative program in a high school
2. the development of a multidistrict vocational program
3. the changing of instructional strategies in a post-secondary vocational school to the open-entry, individualized approach.

CURRICULUM - HUMAN AND MATERIAL RESOURCES

(Sample)

INITIATION		IMPLEMENTATION		EVALUATION	
HUMAN	MATERIAL	HUMAN	MATERIAL	HUMAN	MATERIAL
Advisory Committee	Existing Curriculum Guides	A-V Technician	Surplus Equipment	Program Graduates	Follow-up Studies, Forms

PERFORMANCE OBJECTIVE 5 ●●●●●

Demonstrate the ability to participate in a leadership capacity in advisory and policymaking groups by:

1. communicating needs,
2. eliciting and summarizing suggestions and relevant information,
3. mediating differences of opinion,
4. synthesizing input and presenting one or more plans of action.

Learning Activity 5-a

View a video tape or listen to an audiotape of a real or simulated meeting of an advisory or policymaking group. Identify behaviors of various group members:

1. How did they communicate needs?
2. Who was most effective in clarifying and documenting needs? Why effective?
3. What methods were used to elicit suggestions and relevant information?
4. Were there differences of opinion? If so, how were they handled?
5. Were suggestions and relevant information summarized? By whom? How?
6. Was there agreement on a plan of action? How was this reached?

Learning Activity 5-b

The ability to participate in a leadership capacity in advisory and policymaking groups can be both practiced and "tested" in either real or simulated situations. A role playing exercise is included in this activity.

Other suggestions for experiences are:

1. presenting and defending a curriculum change to a state board of education, a policy board of a school, or other educational institution.
2. chairing a meeting in which teachers with varying points of view are to make decisions regarding either purposes or format of a curriculum change.
3. moderating an open forum for the public regarding a major change.

ROLE PLAYING

DIRECTIONS TO INSTRUCTOR

1. Review basic principles of group leadership and interaction.

   Graduate students in the program undoubtedly have background and study in group processes, working with advisory committees, and leadership. Therefore, it should be possible to summarize these principles rather quickly in a recall and sharing session.

2. Select one or both of the role playing situations for use.

   The exercise offers two different situations in which the students participate in advisory committee meetings. Use of both situations provides a better basis for review and discussion. Each of two groups of students may be assigned one situation or one group may participate in both situations.

3. Assign roles. Seven (7) roles have been identified. Additional roles, such as a student representative, may be added at your discretion.

4. Assign chance cards. Each role has associated "chance" cards which are designed to affect the behavior of the role player. Only the person assigned the role should be cognizant of the personal characteristics that have been identified in the chance card. These personal characteristics may be revealed after the role playing session.

It is suggested that each role playing situation be videotaped or audiotaped for review, or, Vocational Education Curriculum Specialist trainees should be assigned as observers. The questions given in Learning Activity 5-a are to be used as a basis for review.

Allow adequate preparation time for the role playing participants to familiarize themselves with the role and the associated behaviors identified in the "chance" cards. Directions for the participants, the two situations, the roles, and "chance" cards follow.

DIRECTIONS TO PARTICIPANTS

Assume that there have been meetings between teachers and vocational director; the director has conferred with administrators; needs assessments have been made; an advisory committee has been organized, and has had two or more meetings. A general format for the new program has been developed. This means that in order to participate in this role playing experience, you need to prepare for roles. This may require some additional reading, review of course notes, and conferring with knowledgeable persons.

The meeting is to last 50 minutes. Maintain your role during the full time. Questions you would like to ask or comments you would like to give can be made later. Each simulation will be videotaped or audiotaped and played back. You can comment at that time.

In addition to the general descriptions of the role given, each participant will be given a "chance" card on which certain personal biases or characteristics are identified. These are not to be shared with other members of your group before the role playing session.

SITUATIONS

Situation A will be considering the introduction of a secondary level program in Industrial Education based on a job-cluster concept. This involves dropping the current traditional Industrial Arts courses for grades 11 and 12.

Situation B will be working on the revision of the Business and Office and Distributive Education program to include preparing persons for all aspects of the transportation industries and tourism.

ROLES

Vocational Director (Curriculum Specialist):

- will chair the planning meeting and in doing so, put into practice best principles of group processes.
- has internalized concepts of curriculum planning and thoroughly understands the component parts and structure of a curriculum plan.
- can "translate" occupational tasks into educational objectives and recognizes the relationship of objectives to learning experiences, teaching materials, and evaluation.
- will work toward concensus where needed and identify next steps.

Local School Administrator:

- sees the program in relation to total vocational program of the school.
- takes responsibility in this planning session for seeing that the program is philosophically sound and consistent with total school philosophy.

Teacher:

- has a good background in teaching methods, including successful experience and knowledge of theories of learning upon which instructional programs can be grounded.
- knows what learning is, how it occurs, and how it can be controlled and directed.
- can make judgments about the kinds of experiences needed to achieve employable competency.
- recognizes impact of socioeconomic background of learner, individual differences, and individual needs upon learning.

Chairman of Advisory Committee - Representative of Occupation:

- was chosen chairman of the advisory committee.
- is thoroughly acquainted with the occupation for which program is to prepare workers.
- recognizes the essential knowledge, skills, and attitudes required; the working conditions and reasons why some workers seem to be more successful than others.
- can describe the job and tasks carried out by workers.
- is thoroughly acquainted with concerns of labor unions and understands apprenticeship programs and arrangements for work or clinical experience.

Vocational Counselor:

- has accurate information concerning characteristics of the students.
- is prepared to assist in selection of students which will make placement possible but which is not discriminatory.
- will be responsible for placement and follow-up.
- has also made a study of manpower needs for this occupation within the immediate area and other places where students may migrate.

State Consultant (State Supervisor):

- knows the number and kind of similar programs in the state as well as some of the strengths and weaknesses of these programs.
- has state vocational education standards and criteria well in mind and is prepared to assist in getting a plan written in form to be submitted for approval.
- gives emphasis to accountability.

Secretary:

- may occasionally ask questions to clarify decisions. This role to be assumed by the instructor.

"Chance Cards"

These are the "chance" cards referred to in the general directions. Only the person assigned the role should be cognizant of the personal characteristics he has been assigned.

Vocational Director

1. You do not have much confidence in the teacher; and you often repeat - with slight variation - information given by the teacher.

or

2. You are really concerned about your own status with state consultant. Believe that both the kind of state-federal support the school gets and your own potential employment opportunities are dependent upon making a good impression.

Local School Administrator

1. You are still convinced that the current program can meet the need and direct many questions to all members of group related to "why do we need a new program?"

or

2. You are "over-sensitive" to state criteria and standards and tend to view all comments of the state representatives as dictating how to operate a program in your school.

or

3. You believe strongly in the need of having community and parents, in particular, to be involved in final decisions of curriculum.

State Consultant (State Supervisor)

1. You are very much aware of status - you want the group to feel the state representative has last word. Add or correct whenever anyone

else gives information which might be data available in state office.

or

2. You are a "born" leader. Tend to assume leadership role in the group - eliciting ideas from others, summarizing, restating questions - and tend to take over leadership from the vocational director.

Chairman of Advisory Committee - Representative of Occupation

1. Although "cluster concept" has beer presented at advisory committee meetings you are still very confused about what this means. (Group A only)

or

2. You have worked closely and cooperatively with the school and feel so much a part of the faculty you do not distinguish between the responsibilities of the school personnel and your responsibilities as an advisory committee member.

or

3. It is evident you are somewhat skeptical about the program planned and are not sure the school can develop the competencies needed to perform the job.

Vocational Counselor

1. You have great concern for minorities - their rights and the need to develop programs of particular interest or value to minorities.

or

2. You believe the teacher needs your support to play the role of endorsing his/her statements and being supportive and encouraging. You do this in addition to making your contributions as a Vocational Counselor.

Teacher

1. Your ideas are generally based on first-hand knowledge of what other teachers do - or what is done in other schools. You will not be secure in the new program until you have been able to observe a similar program.

or

2. You have recently taught at another school which had a similar program and are a bit impatient with going through "all this" planning process.

or

3. You have a tendency to want to "teach" others in the group all you know about curriculum development or learning principles or the skills and knowledge needed for this occupation.

PERFORMANCE OBJECTIVE 6 ● ●●●●●

Develop a plan for delegating responsibilities for planning, implementing, and/or evaluating curriculum change.

Learning Activity 6-a

A situation is suggested which is to serve as a basis of the activities. The situation to be used may be individualized for members of a graduate course. This situation is only suggestive and the instructor probably can provide one more appropriate for a particular student or class.

Situation

You are the director of a large, comprehensive, vocational-technical post secondary school. The school board has mandated an extensive review of all existing programs and courses. They have also requested suggestions for new programs and strategies for their implementation. You are given major responsibility for the project and are to report periodically to the board, with your final report due in nine (9) months.

Directions

1. On the following grid, listed on the left, are the major functions necessary to evaluate, plan, and implement curriculum change. Across the top are the names of vocational school personnel under your supervision. For each function mark "MR" for the person to whom you would delegate major responsibility for the function. Mark "A" for those to whom you would delegate responsibility for assisting with that function. File a copy of the grid with the instructor.

2. Take a blank grid to a vocational director and have the director complete it. Compare your choices and discuss the differences.
3. Compare grids with classmates and revise your grid.
4. Compare your final grid with your original grid (filed with instructor). Note any differences and justify the reasons for the changes.

GRID FOR LEARNING ACTIVITY 6-a

	Director (You)	Assistant Director	Teachers	Department Heads	A/V Technician	Clerical Staff	Counselors	Advisory Committee	Other (Please State)
Select and Organize Advisory Comm.									
Report to Board									
Conduct Student Follow-up									
Develop Program Cost Analysis									
Conduct Student Interest Survey									
Conduct Employment Survey									
Evaluate Space Allocation									
Examine State Funding Possibilities									
Develop Proposals for State Funding									
Develop Individual Program Budget Requests									
Prepare Overall Budget Requests									
Develop Program Goals									
Evaluate Programs									
Determine Staff Needs and Scheduling									
Develop Public Relations Program									
Determine Student Schedules									
Review Labor Regulations									
Prepare Board Reports									
Prepare Visual Aids for Board Reports									
Develop Course Sequencing									
Develop Proposed Course Outlines									
Develop Overall Philosophy									

Final Learning Activity

The posttest situation given at the beginning of the module may be considered a final learning experience and should be carried out to complete the module.

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